

Tómiyeqw

The Coast Salish philosophy behind Tómiyeqw guides people to think deeply about any action, or inaction, they take. Tómiyeqw expresses the responsibility and connection Stó:lō people have to the seven generations past and future. Tómiyeqw reminds us to think beyond our own lifetimes and act with care for future generations.

G.W. Graham Secondary School



SCHOOL GROWTH PLAN 2025-2029

Our Purpose: Honouring, Shaping and Inspiring our Past, Present and Future

We value the histories, cultures, and contributions of all who came before us. Together, we support every learner's journey by building connected, caring communities. We empower curious, courageous, and compassionate learners who have the knowledge and skills to contribute to a changing world.

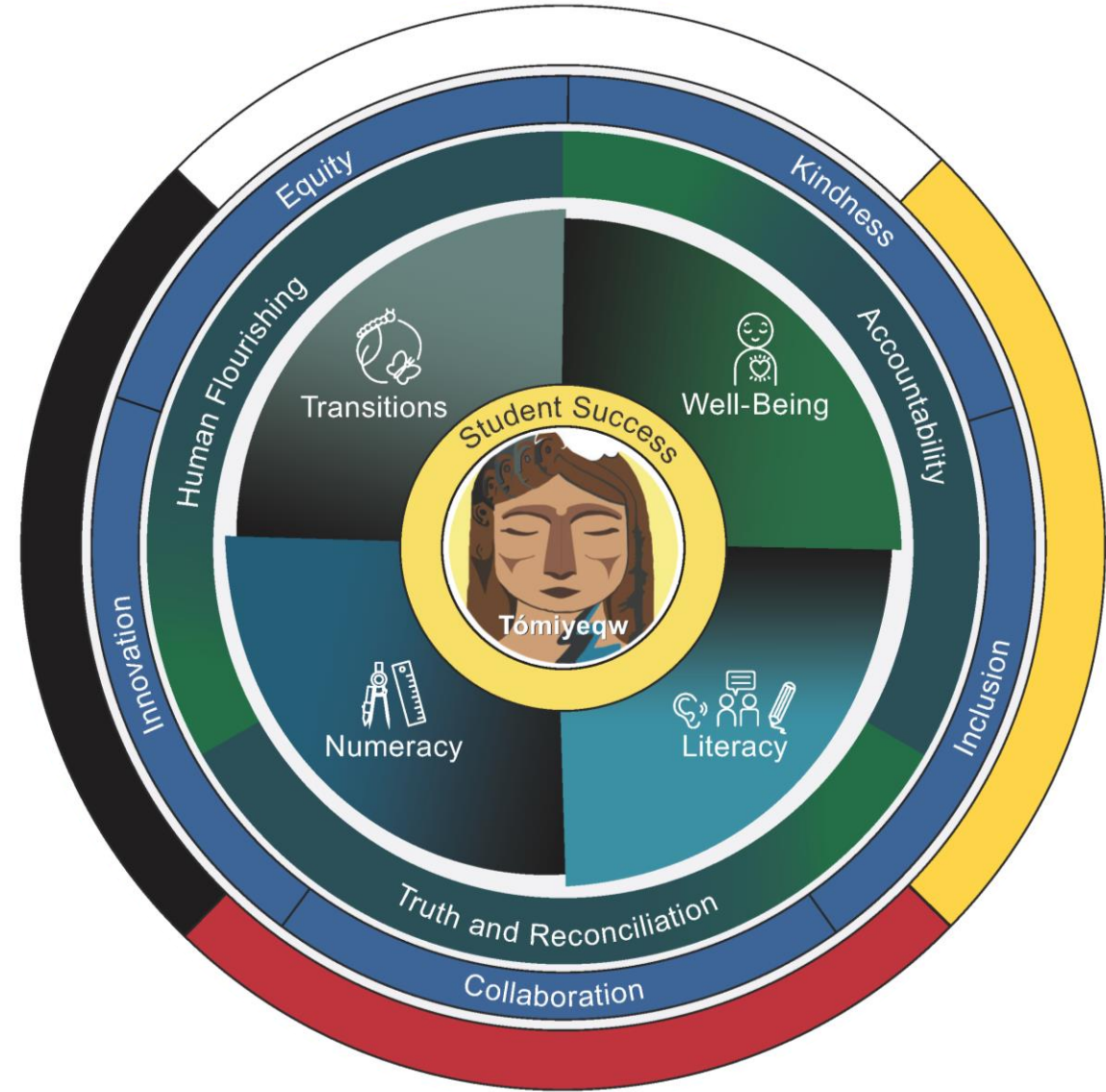
We're committed to Truth and Reconciliation, lifelong learning, and shared responsibility for the future.

About the Framework

The framework helps tell the story of Chilliwack School District's purpose and vision.

The framework is a series of concentric circles which speak to the circles of care that we practice in our work. The medicine wheel sits in the outer ring. It represents the cardinal directions and the four quadrants of self: physical, mental, emotional and spiritual. The inner rings hold our values, strategic priorities, and goals. The innermost ring is student success – the priority we hold above all others.

At the heart of the framework is an illustration by artist Carrielynn Victor. It represents the concept of Tómiyeqw -- the generational lens with which we make decisions.





LITERACY GOAL

Literacy is the foundation for learning. It creates a connection to each other and the world. Literacy can be a source of joy. We will: Empower learners to access knowledge, express ideas, think critically and communicate in various ways.

Student Success

High Quality Instruction

We deliver inclusive, culturally responsive, and evidence-informed literacy instruction and assessment that supports diverse learners and aligns with the BC competency-based curriculum.

Evidence Based Decisions

We use district and classroom assessments to monitor student progress, guide instructional planning, and analyze disaggregated data to identify and reduce gaps in achievement.

Timely Targeted Interventions

We provide early and responsive multi-tiered literacy supports and access to high-quality resources and professional learning to meet student needs.

School Actions

At GW Graham, literacy is a shared responsibility across all subject areas and learning environments. Our approach is layered, relational, and rooted in giving students both the skills **and** the confidence to engage deeply with text, ideas, and inquiry.

1. Schoolwide Literacy Culture

- **One Book, One School**
A unified literacy experience where all students, in all subject areas, engage with the same book to build shared dialogue, comprehension, and connection.
- **Drop Everything and Read**
A schoolwide initiative encouraging sustained reading, focus, and the joy of being immersed in a book.
- **Guest Literacy Experts (e.g., Leyton Schnellert)**
Bringing in leading thinkers to deepen teacher practice and inspire student engagement in meaningful, authentic literacy tasks.
- **Fraser Valley Regional Library Partnerships**
On-site visits that connect students with community literacy resources, digital services, and a wider world of reading options.

2. Library as a Learning Hub

- **Teacher–Librarian Collaboration**
Co-planning, resource curation, and skill instruction that supports inquiry, research literacy, and classroom projects.
- **Breakout & Collaboration Spaces**
Flexible learning environments that foster group work, independent reading, and differentiated classroom instruction.
- **Friday Morning Teacher Connection Time**
A weekly opportunity for teachers to connect in the library

School Measures

- SORA – library resource
- Brightspace Courses
- Inquiry projects supported with Leyton Schnellert
- Classroom Profiles – meeting students where they are at and measuring growth
- Report Cards/ Learning updates
- SBT referrals
- NET team referrals
- Enrollment in LA/LAR
- CBIEP and Case Manager support
- ELL support
- Literacy Assessment and data
- Department Meetings

District Measures

- Monthly Inclusive Newsletter
- In-service learning opportunities
- Collaboration Groups
- Department Meeting



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School Actions

3. Targeted and Tiered Literacy Supports

- **NET Team Supports**
Classroom, small-group, and one-to-one literacy intervention for students who benefit from additional skill-building and coaching.
- **Grade 9 Classroom Profiles**
Early identification of learner strengths, needs, and literacy indicators to support smooth transition into high-school reading expectations.
- **Student Leaders & Peer Supports**
Peer support programs that embed strong readers and mentors into classrooms to model strategies, encourage reading, and build confidence.

4. Advanced Literacy & Inquiry Pathways

- **AP Seminar & AP Capstone Program**
Rigorous inquiry-based courses that develop advanced research literacy, critical analysis, synthesis, and academic writing skills essential for post-secondary success.

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NUMERACY GOAL

Numeracy is the ability to understand, interpret, and work with mathematical concepts. Developing number sense builds confidence, curiosity and supports everyday problem solving. We will: support learners to understand, apply and communicate mathematical concepts, processes and skills to solve problems and engage in the world around us in creative ways.

High Quality Instruction

We deliver inclusive, culturally responsive, and evidence-informed numeracy instruction and assessment that supports diverse learners and aligns with the BC competency-based curriculum.

Evidence Based Decisions

We use district and classroom assessments to monitor student progress, guide instructional planning, and analyze disaggregated data to identify and reduce gaps in achievement.

Timely Targeted Interventions

We provide early and responsive multi-tiered numeracy supports and access to high-quality resources and professional learning to meet student needs.

School Actions

Mathematics achievement grows when students have time, targeted support, and opportunities to extend their learning. At GW Graham, we prioritize strong numeracy foundations, responsive instruction, and challenging pathways that help every student progress with confidence.

1. Strengthening Foundational Numeracy

- **Math 9/10 Daily**
A redesigned model that slows the pace of the course, reinforces essential numeracy skills, and offers students who need extra time the opportunity to build confidence and mastery in foundational concepts.
*Student transition data utilized to help identify students who will benefit from Math Daily
- **NET Team Support**
Subject-area specialists push into classrooms to collaborate with teachers and provide small-group or one-to-one instruction for learners who benefit from more targeted numeracy intervention.

2. Building Confidence Through Accessible Supports

- **Math Homework Club**
Lunchtime enrichment and drop-in help available to all students. A space for practice, clarification, and on-demand support.
- **Peer Support in Math Classrooms**
Strong math students are paired with Grade 9 and 10 classes to offer extra support, model strategies, and grow as leaders—while ensuring younger learners have near-peer guides in numeracy.

3. Building a Thinking Classroom Culture

- **Vertical Non-Permanent Surfaces**
Students work in small groups at whiteboards or wall-mounted surfaces, allowing thinking to become visible and shared.
- **Real-Time Teacher Feedback**
With all student work visible around the room, teachers can quickly identify misconceptions, extend thinking, and facilitate meaningful conversations as students explore concepts.
- **Collaborative Problem-Solving**
Students learn to reason, justify, and communicate mathematical ideas while developing perseverance and confidence.

School Measures

List numeracy measures

- NET team referrals
- Provincial Numeracy results
- UDL Pro-D (Leyton Schnellert)
- Student course selection data
- SBT referrals
- CBIEP and Case Manager support

District Measures

- Provincial Numeracy Assessment scores
- Participation in electives that further student numeracy skills



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School Actions

4. Advanced Pathways for Enrichment and Challenge

- **AP Statistics, AP Physics, AP Chemistry, Calculus**
Rigorous, university-aligned courses that challenge students academically and prepare them for post-secondary programs through high-level inquiry, analysis, and problem-solving.

5. Gamification & Creative Mathematical Learning

- **Math-Based Breakout Boxes & Puzzles**
Gamified challenges that require logic, numeracy, and teamwork. Students apply problem-solving skills to “unlock” clues, strengthening critical thinking in a high-engagement environment.
- **Rollercoaster Engineering Projects**
Using concepts from calculus (rate of change, optimization, curve design), students build scale rollercoasters that apply abstract mathematics to real-world engineering challenges.
- **Mathematical Art Projects**
Creative explorations where students use geometry, patterns, ratios, fractals, and functions to produce visual art—connecting logic and creativity while deepening conceptual understanding.

6. Numeracy Across Trades & Applied Skills

- **Applied Numeracy in the Trades and Electives**
Students build real-world problem-solving and engineering skills in courses such as Foods, Engineering, Woodwork, Metalwork, Accounting, Business Education, and other Applied Design, Skills & Technologies pathways such as the Trades Sampler. Measurement, ratios, budgeting, precision, data analysis, and technical design are embedded into authentic tasks, helping students see math as a practical, transferable life skill.

School Measures

List numeracy measures

- NET team referrals
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District Measures

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WELL-BEING GOAL

Well-being embraces the whole person including their physical, emotional, mental, and spiritual health. We will create environments in which everyone feels safe, supported, and valued. We will care for ourselves, each other, the community, and the land.

High Quality Instruction

We integrate social emotional learning, mental health literacy, and Indigenous ways of knowing into daily instruction to foster identity, belonging, and a culture of care.

Evidence Based Decisions

We use student, staff, family, and partner voice, well-being surveys, and school-based data to understand experiences of safety, connection, and belonging, informing practices that support the whole learner.

Timely Targeted Interventions

We provide responsive supports that address barriers to well-being – including mental health, bias, and marginalization – through school and district-based services, staff collaboration, and community partnerships.

School Actions

At GW Graham, student well-being is not a single program, it's a comprehensive ecosystem of relationships, opportunities, and supports that help every learner feel connected, cared for, and empowered. Our approach is both proactive and responsive, rooted in belonging, diverse pathways, and holistic skill-building. Focusing on First Peoples Principles of Learning and SEL frameworks, our classrooms are responsive to student needs and holistic well-being.

1. Building Strong Foundations in Grade 9

- **Grade 9 Transitions Program**
Mental Health lessons, School Tools sessions, and success-focused orientation activities.
- **LINK Crew**
Senior student leaders mentor and support incoming Grade 9s throughout the year.
- **NET / Grade 9 POSR**
Collaborative team support ensuring early intervention, shared responsibility, and wrap-around responses.

2. Creating a Welcoming, Inclusive, and Connected School Culture

- **Anti-Discrimination Programming**
Digital reporting tools, Anti-Discrimination POSR framework, and guest speakers addressing equity, identity, and inclusion.
- **Student Voice & Engagement Opportunities**
Student Council, IDEA Committee, Indigenous Student Voice Committee, and additional student leadership teams.
- **Multicultural & Diversity-Focused Activities**
Schoolwide celebrations, educational events, and opportunities to honour community diversity.
- **Gender-Sexuality Alliance (GSA)**
A safe, supportive, identity-affirming space for LGBTQ2S+ students and allies.
- **Community Gatherings**
Events such as "Let's Taco 'Bout It," Athletics Banquet, Hub Awards, PAC meetings, Jazz & Art Café, and other community-building spaces.

3. Strengthening Relationships and Connection

- **Intentional Adult Connections**
We commit to ensuring each student has "their person" - an adult who knows them, checks in, and advocates for them.
- **Restorative Approaches**
When students engage in at-risk or harmful behaviours, we focus on connection, repair, and reintegration rather than punishment.

School Measures

- Attendance
- Referrals to counselling/CYCW
- SBT referrals
- Office referrals
- YDI
- Student satisfaction survey
- Student voice
- Quarterly review
- Participation in extra-curricular activities
- Parent Teacher conferences

District Measures

- YDI
- DRT referrals
- Attendance
- Mémihelhel



WELL-BEING GOAL

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School Actions

4. Offering Diverse Pathways for Engagement and Success

- **Strong Extracurricular Programming**
Fine Arts, Athletics, service clubs, interest-based groups, and school spirit initiatives.
- **Innovative Course Programming**
Unique electives and flexible pathways that allow students to pursue passions and strengths.
- **Experiential & Hands-On Learning**
Outdoor learning, project-based courses, and real-world experiences integrated across subjects.
- **Experiential Career Education Model**
Career exploration connecting students with opportunities beyond graduation.
- **Student Share**
Student and staff presentations highlighting learning journeys, projects, and creative work.
- **Responsive Programming**
Examples include Graham Y, Pathways, and other supports created in response to emerging needs.

5. Comprehensive Support Services

- **Enhanced Support Roles**
Counsellors, Child and Youth Care Workers, Work Experience Facilitator, and specialized district partnerships.
- **Learning Support Services**
Tiered interventions, skill-building, scaffolding, and individualized support plans.
- **CBIEP Implementation**
Collaborative, strength-based planning for diverse learners.
- **Accessibility Plan**
Ongoing commitment to improving equity of access in physical spaces, learning environments, and communication.

6. Community Engagement & Service Learning

- **Take Action Day**
A schoolwide day dedicated to giving back to the Chilliwack community.

7. Mental Health Literacy & Proactive Instruction

- **Mental Health in Schools Curriculum**
Schoolwide instruction on coping strategies, emotional literacy, and resiliency.

School Measures

- Attendance
- Referrals to counselling/CYCW
- SBT referrals
- Office referrals
- YDI
- Student satisfaction survey
- Student voice
- Quarterly review
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- Parent Teacher conferences

District Measures

- YDI
- DRT referrals
- Attendance
- Mémiyelhtel



TRANSITIONS GOAL

Each student experiences changes that bring new challenges, expectations, and opportunities. Well planned transitions involve preparation, communication, and collaboration. We will plan successful transitions for students as they move from early years into adulthood in collaboration with families, staff, and community.

High Quality Instruction

We plan and provide developmentally responsive and culturally sustaining instruction that fosters continuity and connectedness during key transitions across the pre-K–12 journey and beyond.

Evidence Based Decisions

We collect, analyze, and monitor student transition data – such as attendance, engagement, and learning – and collaborate within and across schools and partners to align plans and create shared understanding of student learning and well-being needs to support graduation pathways.

Timely Targeted Interventions

We implement meaningful supports during transitions through collaborative conversations and planning between students, staff, family and partners to provide connected pathways through pre-kindergarten to graduation and beyond.

School Actions

Grade 9 Transitions: Belonging, Connection & a Strong Start

We create a supportive, engaging, and connected start to high school that nurtures student well-being, belonging, and early involvement. Before students join us, families are welcomed at our Grade 9 Open House, where they meet staff, learn about expectations, and begin building comfort and connection with our school community.

Once students arrive, our dedicated Grade 9 Team works collaboratively to build essential studentship skills such as: organization, communication, self-advocacy, and healthy learning habits. This ensures a smooth, confident transition into the demands of high school.

Through intentional mental health lessons, peer mentorship with LINK Crew, and vibrant school culture opportunities such as extracurriculars, clubs, and school-wide events like Grizzly Blast, Grade 9 students develop confidence, form positive relationships, and establish strong foundations for success.

This foundation is strengthened by the Grade 9 POSR Team, Class Profiles, and Grade 9 Careers, alongside daily support from the Grade 9 Inclusion Counsellor and Child and Youth Care Workers, who ensure every Grade 9 student feels seen, supported, and connected. Targeted transition activities and Grade 10 student interviews give staff early insight into passions, hopes, and challenges, allowing for proactive, personalized support.

Pathways Beyond Graduation: Purpose, Readiness & Opportunity

As students progress through high school, we help them connect their passions, purpose, and potential post-secondary and career pathways. Career Days bring community partners into the school, while campus tours, dual credit opportunities, and the guidance of the Indigenous Grad Coach open doors to meaningful experiences beyond Grade 12.

The Capstone process celebrates student growth and accomplishment, giving students the opportunity to reflect on their journey and share the story of their success. Our Scholarship & Bursary CLAW block provides targeted support to help students access future educational and financial opportunities.

Through these pathways, and supported by the expertise of our dedicated Careers Team, we ensure every student has the confidence, direction, and encouragement they need to explore their options and prepare for a meaningful future.

School Measures

- Participation in school programs such as clubs, athletics, fine arts, leadership
- Attendance
- Participation in Careers days
- Participation in school supports such as CYCW and Inclusion Counsellor
- Number of students engaging in dual credit, WEX, and training opportunities
- Number of students applying for and seeking help in post-secondary scholarships and admissions
- Graduation rate
- Capstone presentations

District Measures

- Articulation Meetings
- DRT



Chilliwack
School District

VISION: *Syós:ys lets'e th'ále, lets'emó:t*

(See EYE yeets LETS – a - thala LETS – a - mot)
One heart, one mind, working together for a common purpose.

OUR MOTTO:

Partners in Learning

Students, parents, guardians, caregivers, staff, First Nations, Rights Holders, Inuit, Métis, community members and organizations are important members of our education community and partners in learning with the Board of Education.

PURPOSE:

Honouring, Shaping and Inspiring our Past, Present and Future

We value the histories, cultures, and contributions of all who came before us. Together, we support every learner's journey by building connected, caring communities. We empower curious, courageous, and compassionate learners who have the knowledge and skills to contribute to a changing world.

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